



English Language Arts Standards Summary


Research

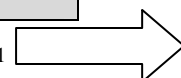
- Over the past fifty years, the difficulty of college and career-education texts has increased steadily, while texts used in K-12 education have become less demanding. (Appendix A)


Design

- The Common Core State Standards K-12 define what students should understand and be able to do by the end of each grade, and they were created to ensure that all students are college and career-ready by the end of high school.
- The English Language Arts Common Core State Standards are organized into four strands: *Reading, Writing, Speaking and Listening, and Language.*
- Each strand is anchored by 10 College and Career Readiness Standards across all grade levels.
- *Literacy Standards in History/Social Studies, Science, and Other Technical Subjects* are included as part of the CC ELA Standards.

Points of Emphasis

Strand	Key Area of Emphasis	What Can We Begin to Do?
READING 	<ol style="list-style-type: none"> 1. Foundational Skills (K-5) 2. Balance of Literary and Informational Text 3. Increased text complexity (K-12) 4. Independent reading of complex texts (K-12) 	<ol style="list-style-type: none"> 1. Ensure automaticity of foundational skills using formative & interim assessments. 2. Check ratio of literary to informational text across grades; steadily increase number of informational texts through grade levels. 3. Build understanding of the importance of text complexity, including methods for determining it (see - text complexity rubrics). 4. Use scaffolding and then employ strategies for “gradual release of responsibility” to assess independence.
Strand	Key Area of Emphasis	What Can We Begin to Do?



<p>WRITING</p> 	<ol style="list-style-type: none"> 1. <u>Text types</u>: Informative/explanatory Opinion/argument Narrative 2. <u>Production and distribution of writing</u> 3. <u>Research to Build and Present Knowledge</u> 	<ol style="list-style-type: none"> 1. Review school/district writing plan to prioritize and build internalization of writing structures across grades. 2. Balance on-demand and process writing across the curriculum; use technology to interact with others effectively and to produce & publish writing (6-12). 3. (K-5) Implement short focused research projects; (6-12) Develop lessons to instruct effective Web searches & skills to evaluate credibility of sources; teach effective synthesis of information and awareness of plagiarism; (K-12) Employ reading/writing connections across content & grade levels.
<p>SPEAKING & LISTENING</p>	<ol style="list-style-type: none"> 1. Comprehension & collaboration 2. Presentation of Knowledge & Ideas 	<ol style="list-style-type: none"> 1. Instruct & practice elements of effective collaboration with diverse partners. 2. Instruct awareness of audiences for standard English; develop a speaking & listening rubric with students.
<p>LANGUAGE</p>	<ol style="list-style-type: none"> 1. Conventions 2. Knowledge of Language 3. Vocabulary Acquisition & Use 	<ol style="list-style-type: none"> 1. & 2. Review learning progression of grammar and usage skills across grade levels; reinforce language use in speaking, listening, writing, reading. 3. Ensure that students have multiple strategies to build vocabulary. Build educator awareness of research in vocabulary acquisition (Beck, McKeown, Kucan).